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ABSTRACT

Students who received the certificate of completion of level six at the Institute for Intensive English at Union County College in 1985-1988 were surveyed. The response rate for 310 surveys was 96%. The survey gathered information on the demographic characteristics and educational backgrounds of the students on entry to the institute, their main objectives for enrolling, their level of satisfaction with the services delivered, and the effects of attendance on graduates' employment and educational aspirations. Results show that most members of the diverse group had achieved their objectives for studying English and were satisfied with their educational experiences at the institute. Of those responding to questions about their jobs, a significant majority felt that studying at the institute had improved their employability. Almost 90% believed their interest in continuing their education was increased by their experience at the institute. A bibliography of over 50 citations and the survey instrument are appended. (MSE)

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A Descriptive Study of Graduates of an Adult English-as-a-Second Language Program

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To the excellent English-as-a-Second Language teachers of the Institute for Intensive English, I express my respect for the superior job they are performing, and to the hard-working students of the Institute, I convey my admiration for their courage and good humor.

Abstract

Students who received the certificate for completion of Level Six at the Institute for Intensive English of Union County College, Union County, New Jersey, in 1985, 1986, 1987, and 1988 were surveyed. Of the 332 questionnaires initially mailed, 22 were not deliverable. Of the 310 valid surveys, 96 (approximately 31%) had been returned after two mailings.

The main questions addressed in the study were: What is the demographic and educational background of students upon entry to the Institute? What are the main objectives cited for enrolling at the Institute? What is the level of satisfaction with the services delivered? Does attendance at the Institute improve the graduates' employment, and does attendance at the Institute raise the level of educational aspirations of the graduates?

The findings of this study showed that most members of this diverse group had achieved their

objectives for studying English and were satisfied with their educational experiences at the Institute. Of those subjects responding to questions concerning their jobs, a significant majority felt study at the Institute improved their employment. Nearly ninety percent of the respondents believed their interest in continuing their education was increased by their experience at the Institute.

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Chapter One

Introduction

Importance of the Study

In recent years, the teaching of English-as-a-Second Language (ESL) has become increasingly important in the United States of America. In the 1930's, Charles Fries of the University of Michigan developed ESL for use in instructing business executives and government officials (Stein, 1986). Originally designed to serve educated middle and upperclass adults, ESL teaching programs were established in connection with United States foreign embassies and later were instituted on university campuses for international students coming to the United States.

In the 1950's and 1960's, ESL programs appeared in some Eastern and Southwestern public school districts to provide instruction to the children of Hispanic immigrants. The 1954 Supreme Court ruling in the Brown v. Board of Education case, the 1957 Soviet launching of Sputnik, and the 1959 attainment of statehood by Alaska and Hawaii were all events which influenced attitudes toward linguistic minorities in the United States (Castellanos, 1983) and increased acceptance of ESL

programs. Finally, the influx of great numbers of Hispanic and Asian people during the 1960's and 1970's made the need for English-as-a-Second Language instruction essential, and programs were developed throughout the United States.

In response to urgent need which existed in the district, the ESL program at Union County College in New Jersey was begun in 1975, and currently, the program enrolls over eight hundred adult students in its courses. A part of the English Department, the program most nearly resembles the "progressive model" as described by Dehghanpisheh (1987). The program offers intensive English classes, transitional non-credit semi-intensive English courses, and college credit freshman English. The Institute for Intensive English is the non-credit first track of the Union County College program, and it is with the Institute this study is concerned.

Students identified as needing intensive ESL instruction are required to take the training before they may enroll in credit bearing courses. The Institute program consists of six levels from beginning through advanced. Each level is divided into two courses, a "zero" course and a "one" course, for example Level 5 courses ESL-050 and ESL-051. After placement testing,

a student enters the level commensurate with his ability. At the end of each eight-week cycle, a criterion-referenced exit test is administered, and the student's conversational ability is evaluated. The student may repeat the module immediately, move to the "one" course at the same level, or advance to the next level (to the "zero" course). This possibility for vertical and/or lateral movement through the program of study enables the student to progress at his own rate. Upon successful completion of the sixth level, the student is a graduate of the Institute and is awarded a certificate. The student may then apply to enter a degree program of study at the college. Some of these graduates of the Institute for Intensive English were the subjects of this study.

Statement of the Problem

The students who attend the Institute comprise a very diverse population. Information about their divergent geographic, cultural, and educational backgrounds is of importance. While many of the students' goals may be academic, other students may have vocational, occupational, and personal objectives. A profile of students' expectations would be useful to those who operate the program. Of particular interest

would be the level of student satisfaction with the program, the extent to which students achieve their objectives, and the degree to which completion of the Institute program increases the educational aspiration level of the students. The purpose of this study was to obtain descriptive information which will assist the Institute for Intensive English in continuing to serve the needs of its students.

Research Questions

The main questions addressed in this study were:

1. What was the demographic and educational background of students upon entry to the Institute?
2. What were the main objectives cited for enrolling at the Institute?
3. What was the level of satisfaction with the services delivered?
4. Did attendance at the Institute improve the graduates' employment?
5. Did attendance at the Institute raise the level of educational aspirations of the graduates?

Definitions of Terms

The following terms when used in this study have the

following meanings unless the context clearly indicates otherwise:

1. English-as-a-Second Language (ESL) Program is defined as a developmental second language program which teaches English vocabulary and structures.

2. The Institute is the Institute for Intensive English, the non-credit first track of the ESL Program at Union County College, Union County, New Jersey. The Institute offers an intensive full-time program of English classes, teaching all four language skills on six levels from beginning through advanced.

3. Graduates are those individuals who successfully completed Level 6 at the Institute and were credentialed with the certificate.

Limitations of the Study

This study was limited by the following:

1. The small number of subjects used in the study does not justify generalizing the results for any other population or any other program.

Chapter Two

Review of Related Literature

Introduction

The great influx of immigrants and refugees in recent years has resulted in many pressing educational, social, and economic needs in the United States of America. One question facing society in general and educational institutions in particular is how to provide the non-native speakers with the necessary English skills. Public school systems throughout the country which have received the children of the immigrants are providing the children with English training and, in some cases, with bilingual education.

Learning English creates problems, particularly for adults obliged to adapt to a new culture and to function as mature members of the society in a new land. This chapter reports on some of the efforts of state and local educational agencies, as well as colleges and universities, to meet the compelling need to provide English instruction to the growing number of non-English-speaking adults in the United States.

English-as-a-Second Language Training as Part of Adult Basic Education

There has been heightened interest in and regard for adult education throughout the United States, and increasingly the adult education includes a strong emphasis on English-as-a-Second Language (ESL) training. One example is the program operated by the state of California (Alamprese, 1987). Another example of an adult literacy education program with a large English-as-a-Second Language component is that in New York State. A report of 1980-81 participant data gives the number of enrolled adults needing ESL training as 27,826 or 31% of the total (Carr, 1981).

Evelyn Kay (1981) reports that national enrollments in adult basic education remained steady and in adult secondary education declined almost eleven percent over the three years 1977-1979, while enrollment in adult ESL education increased by 86% over the same period of time to nearly 331,000 people. The states with the largest ESL enrollments were California with approximately 33% of the adult education participants enrolled in ESL classes, New York with 10%, Texas with 9%, and Illinois with 8% of its enrollees in ESL classes.

Delker (1984) reports on adult education programs throughout the United States, supported by the state-

administered program covered by the Adult Education Act, Public Law 91-230, which includes most of adult education, providing services to approximately 2.2 million people. Delker points out the Adult Education Act supports not one, but actually three distinct programs: adult basic education (ABE), adult secondary education (ASE), and English-as-a-second language. (ESL). This report indicates 33.8% of ESL programs are conducted in adult learning centers, 32.5% in secondary schools, and 15% in community colleges and vocational-technical schools. Hispanics and Asian and Pacific Islanders comprise the largest number of ESL students in the projects, with only eleven percent of the participants being white. Delker further reports a combination of group and individualized instruction is most prevalent in ESL programs and that program effectiveness is best measured by participant assessment in relation to personal goals.

In an extensive survey of adult education students and GED candidates in Texas, nearly 11,000 people received questionnaires from June 1, 1985 through December, 1985 (Wallace, 1987). Of these people, 5,790 were adult education students from the fifteen Texas counties with the largest Hispanic populations. Of the adult education students surveyed, almost four out of

ten reported their motivation for entering their programs as wanting to learn English, and the report states approximately half of the adult education students participate in the ESL program. This survey gathered a great deal of information of different kinds. Of interest are the reported educational plans of 5,312 adult education students: about 55% of the students wanted to attend community or junior colleges; nineteen percent planned to attend a four-year college within the next year, and about 20% of the students reported they did not have immediate education plans. Also of interest are the suggestions for improving adult education services for the future received from 115 respondents. Approximately 52% of the responses suggested more flexible scheduling, and approximately 47% of the responses recommended improved instruction and instructional materials. Other responses suggested improvements in counseling services (21.7%), class facilities and equipment (20%), location of learning centers (19.1%), transportation (14.8%), and child care (11.3%).

The majority of enrollees in the New Mexico Adult Basic Education Program are ESL students. In a study to describe goals and motivations of adult students (New Mexico Department of Education, 1967), the results

showed the ESL students (58% of the sample) to be highly motivated, with attendance records superior to those of the other students.

A report from the Illinois State Board of Education, Department of Adult, Vocational and Technical Education (Phelps & Treichel, 1983) describes seven programs of industry/public education collaboration in training special needs youth and adults in Illinois. Three of the programs include limited-English-proficient persons in the population they serve: Training, Inc., Minority Economic Resources Corporation, and Illinois Bell. In addition to job skill training, basic language skills instruction is provided.

In a report of the Bilingual Education Service Center in Arlington Heights (1975), some of the supportive services provided to ESL adult education programs throughout the state of Illinois are outlined. These services include expansion of a curriculum materials center, information on ESL testing instruments, consultant and demonstration services to individual adult ESL programs, establishment of regular communication and coordination with the Illinois Office of Education, and formulation of inservice programs.

Armando Perez (1970), in a report on some of the problems of the Los Angeles Work Incentive Program,

discusses data from student questionnaires, teacher surveys, and class records over the period December 1968 to May 1970. In the questionnaires, the adult ESL students indicated some of their concerns as: inability to use the English they learn where they will train or work; lack of employment counseling and guidance; varying abilities of students in the same classroom; lack of discipline of students with inconsistent attendance and poor attitudes; and lack of variety in learning activities and conversations. Among other observations, Perez points out the importance to this program of placement of students into on-the-job training programs and close cooperation between the ESL teachers and the employment counselors.

A needs assessment report prepared by the Maryland University Center for Educational Research and Development (1981) estimates there are approximately 40,000 adults in Maryland who need ESL instruction, and during 1980, the State ABE/ESOL Program served 7,000 of these adults. At this time, only 54% of the ABE programs in Marlyand had ESL components. The survey was conducted to determine ABE/ESOL teacher training needs for the state program. The researchers administered questionnaires to teachers and administrators throughout the state, made on-site visits, and conducted inservice

training sessions. The study found that extensive teacher training should be conducted to familiarize teachers with newer ESL methodologies, evaluation procedures, and approaches to teaching culture.

Bodman and Lanzano (1987) developed an extensive questionnaire concerning topics which adult ESL students would consider important to learn about in their ESL classes. The questionnaire, which elicited some biographical data and investigated interest in topics in the areas of occupational knowledge and consumer education, was administered to 453 students in state-funded classes in northern New Jersey. Bodman and Lanzano comment that if they were to revise the survey, they would want to include questions about the purpose for which each student was studying English, level of education, and general socio-economic status. The authors concluded assessing students' communication needs and integrating applicable coping skills into instruction should be considered in ESL program planning.

An evaluation report of the New York City Adult Basic Education Program, 1984-1985, from the Office of Educational Assessment (New York City Board of Education, 1985) includes information on the ESL component of the program for both the 1983-84 and 1984-85 years. The Adult Basic Education Program, which had approx-

imately 34,000 students in the 1984-85 year, offers services at over 300 locations throughout New York City and is administered by thirteen regional offices. The ESL section, which is divided into four levels of proficiency, represented approximately 56% of those enrolled in the program in the 1983-84 year and approximately 49% of the program's enrollees in the 1984-85 year. According to the report, the affective and instructional needs of the students are assessed individually and students are then placed accordingly. The proportionately very small sample of forty-five students interviewed during the 1984-85 evaluation of the program rated these intake procedures highly. However, the counseling component of the program was less successful. The sample of students interviewed did perceive participation in the adult basic education program as helpful to their employment prospects and general well-being.

The Institute of Study for Older Adults is operated by New York City Technical College, Division of Continuing Education and Extension Services. During the 1980-81 year, the Liberal Arts and Language Skills Program offered 158 courses to more than 3,600 disadvantaged elderly New York City residents (Pierce, 1981). Approximately twenty percent of the courses were

in language skills: reading, foreign language, and English-as-a-Second Language. The value of the ESL courses, among others, and problems caused by funding reductions are discussed in Pierce's report.

Shaner (1980) reports on the results of a short-term English training project for approximately 1,200 adult Cuban refugee students at Fort Indiantown Gap. The Adult School for Cuban Refugees was a joint undertaking of the United States Department of Education and the Central Susquehanna District in Pennsylvania. The goals of the six-week intensive program were to teach oral English and to assist in the acculturation of the students to American life. The project was judged to be successful on the basis of event documentation, teacher attitude survey, and pre- and post-testing of student progress. The post-test, which was administered to a random selection of 350 students from those remaining at Fort Indiantown Gap from the original 1,200 students, showed large gains in the students' abilities to speak and to understand English.

Emergency English for Refugees (EER) is a twenty-six unit competency-based ESL curriculum which is designed to satisfy immediate English language needs for pre- or non-literate adult refugees (Gaul, 1982). Funded by the Pennsylvania Department of Education, Division of Adult

Education, the curriculum was developed by Marti Lane of the Lutheran Church Women of America and field tested by The Center for Literacy. The course of study deals with areas necessary for survival in everyday American life, and each unit includes instruction and practice in the four language skills, listening, speaking, reading, and writing. The Center for Literacy also developed brochures, videotapes, seminars and workshops to disseminate the curriculum and to train professionals and paraprofessionals in the use of Emergency English for Refugees. Gaul reports EER was not intended to be a complete approach to English literacy and would be of use as a supplement to a core program.

English-as-a-Second Language Programs Offered by Colleges and Universities

In a study of the English-as-a-Second Language (ESL) programs at twenty-eight American universities, Dehghanpisheh (1987) identified four main types of undergraduate ESL programs: the conservative, traditional, bridging, and progressive models. The conservative model places students who have not reached the required Test of English as a Foreign Language (TOEFL) score into intensive English, for nonadmitted students, and places those with the required TOEFL score in

credit-bearing freshman English courses for non-native students. The traditional model uses some local placement testing and adds a middle track of pre-freshman English courses to the program. The bridging model consists of three tracks: an intensive English program for non-admitted students, sequential semi-intensive English classes, and freshman English. Dehghanpisheh speaks favorably of the bridging model as being the most flexible of the four, while still maintaining control over admissions. In the progressive model, the TOEFL exam requirement has been eliminated and an open admissions policy is followed. On the basis of placement test results, students are enrolled within a three track system similar to the bridging model. Those students with low scores are placed in a full-time intensive English component. Students with scores in the mid-range attend semi-intensive English courses and a reduced number of college classes. High-scoring students go into freshman English classes.

A survey of ESL programs in higher education in the state of New Jersey (Burak & Reppy, 1987) indicates the state university, at least four of the state colleges, and at least six of the county colleges have comprehensive programs in English as a Second Language instruction. Union County College, with campuses and

centers in Cranford, Scotch Plains, Elizabeth, and Plainfield, New Jersey, has an ESL program which most nearly resembles the "progressive model" described by Dehghanpisheh (1987), offering intensive English classes, transitional non-credit English courses, and college credit freshman English for non-native speakers.

In a descriptive study of the ESL programs in the seventeen undergraduate colleges of the City University of New York (CUNY), it is reported more than 10,000 students are enrolled in CUNY ESL courses (DeLeon, 1981). The first language of the majority of these students is Spanish, and French and Chinese are the other major first languages of CUNY students. The colleges have some autonomy, and the administrative structures of the ESL programs vary among the schools. Eleven of the ESL programs offer three levels of instruction, while the other colleges offer two levels. Total number of instructional hours per week varies from three hours at one college to eighteen hours at another, while most range from five to ten hours a week. The number of credits granted also varies considerably, from no credit at one college to fourteen credits for twenty-six hours at another school. Most of the colleges grant between seven and ten credits to students completing the entire ESL sequence. The programs also reflect the different

educational philosophies of the faculties of the schools, and there is variety in course content, sequence, and support services. There are, however, university-wide tests of competency, the CUNY Freshman Skills Assessment Program.

In their report on the 1984-1985 year of the Rockland Community College Special Services Project designed to prepare students to enter the college mainstream, Martin and Chapline (1986) describe the program which provides supplemental instruction, counseling, and tutoring to 375 students identified as those entering the college with the most severe educational and economic needs. In the 1984-1985 year, of 618 students assessed in remedial reading, writing, and math and 797 assessed in ESL, 238 ESL students (63%) and 137 students (37%) from deprived educational backgrounds needing college skills, remedial/developmental courses, were chosen as Special Services Project participants. Thus, the report does not deal with the entire ESL program, but only with the students in the Special Services Project. The mean age of the ESL group was 29.92 years. Day and evening ESL classes were offered at four Rockland County locations, and students were enrolled in one of seven ESL levels on the basis of placement tests and/or high school records. (Pre- and post-tests are

administered at each level of the ESL program.) Students were then assisted in selecting and registering for other college courses. The project appears to offer extensive counseling and support services. Students were assigned to group counseling/orientation sessions in English, orientations presented in Spanish or French, workshops, and individual sessions with bilingual counselors to discuss student responsibilities and services provided by the college.

Henard and Adelman (1982) discuss in general the Access Division of Amarillo College in Texas, another special project which provides developmental courses, ESL courses, tutoring, and support services for the academically underprepared. Statistics are given to show the college course grade point averages of former ESL students compare favorably with the grade point averages of the general college population, and the retention rate of former ESL students is higher than that of the general college population.

Kirkwood Community College in Cedar Rapids is part of a state-wide system and serves a seven county area in East-Central Iowa. William H. Rosberg (1983) conducted a study at this college to determine if participation in ESL classes increases students' academic success. The records of 263 foreign students enrolled in the ESL

program from August, 1978, to June, 1982, were checked for age, sex, geographic region of origin, entry scores on the Michigan English Proficiency Examination or the Test of English as a Foreign Language, length of enrollment and number of ESL credit hours at Kirkwood, major, grade point average, and status upon leaving. The majority of the students were males between the ages of seventeen and twenty-two years, majoring in liberal arts, who had not graduated or transferred and who were not currently attending Kirkwood. The majority of the students had been successful, with approximately 82% achieving grade point averages in the 1.76-2.50 range. However, no clear pattern was found concerning the relationship between participation in the ESL program and success in academic courses. The author concludes further research is needed to investigate the value of the ESL program and the reasons for the high attrition rate of the foreign students.

In a discussion of the value of needs assessment in developing an ESL curriculum, Shoemaker (1983) reports on a survey conducted at a community college in Colorado. Questionnaires concerning the needs of foreign students were designed and sent to faculty members and to students enrolled in ESL classes at the college. Responses from forty-nine faculty members and from

forty-six students indicated the upper level ESL classes should focus on the reading skills and vocabulary essential to the beginning college student, on writing tasks of the type required in the community college courses, and on listening for main ideas and note-taking. The need for the addition to the program of a fourth ESL class of beginning level was also determined.

Lynne Young (1984) describes an assignment carried out by advanced ESL students at Carleton University to determine the types of language tasks required in their college content courses. The project guided students to investigate the types of assignments and tests given in the courses, thus gathering data for needs assessment. Purposes for this approach to a needs assessment survey were to obtain descriptions of actual types of requirements in a variety of courses to use for ESL course planning and to increase the students' awareness of their own needs. Most frequently mentioned needs were textbook reading and lecture listening and notetaking. One problem related to these surveys is that changing student populations may mean changes in student needs from year to year. Also, heterogeneous ESL classes composed of students studying in many different subject areas may have varied needs rather than a common core of interests. The author suggests several needs surveys

be conducted over the period of a year to develop a database identifying types of needs for use in planning.

Christison and Krahnke (1986) report on a study conducted with 80 non-native speakers of English who were studying in five different American colleges. These students were interviewed to investigate their perceptions of the intensive English language programs in which they had participated earlier, their perceptions of their teachers in those ESL programs, and their experiences with language use in academic settings since completing the ESL training. On the basis of student perceptions of skills covered in the programs, ranked first in six categories were: most difficult--writing (60%), easiest--grammar (42%), most interesting--speaking (40%), least interesting--grammar (37%), classes to add--speaking (70%), and classes to drop--grammar (40%). Sixty-five percent of the subjects considered interaction with native speakers the best way to improve language skills. In evaluating teachers, the students mentioned as important various personality factors (35%) and professional characteristics (25%). Forty percent of the students identified the most important characteristic of a "favorite" teacher as the ability to "explain well." In discussing their experiences with academically related language use, the

college students considered the most difficult tasks speaking (35%) and listening to lectures in class (32%), and the easiest tasks were reading (38%) and listening to directions and discussions (27%). The subjects reported 80% of academic language use spent in reading and listening and only 20% spent in speaking and writing. These results tend to support the findings of Shoemaker (1983) and of Young (1984) mentioned earlier.

In Volume II of the Miami-Dade Community College 1984 Institutional Self-Study (1985), the college's ESL program is discussed. The college has an open admissions policy and entering students are tested for placement. International students whose native language is not English are required to take the Test of English as a Foreign Language. Students scoring below 550 must enroll in the ESL program and are placed in one of four specific levels of instruction according to scores on the English Placement Test. Refugees and resident alien students are also enrolled in the ESL program after taking the English Placement Test. When students complete the fourth level of ESL courses, they are tested and placed in the same manner as the other college students. The authors state that 85% of a sample of the student population reported ESL courses had helped them in their subsequent course work. Among students

currently enrolled in ESL courses, 321 or 83% reported they would not be able to complete their college education without such ESL training. Of those students surveyed, 88% felt their ESL instructors were very helpful to them in learning course content.

Faculty and college administrators at Miami-Dade also seemed favorable toward the ESL program, with 63% indicating they felt the program was effective. Although survey data indicate the program is effective, the researchers found empirical data to validate the effectiveness needed and determined the college should conduct an evaluation study of the ESL program.

Initially, the main purpose of Miami-Dade Community College's ESL program was to prepare students to function at a college level and to succeed in regular college courses taught in English, and this academically oriented ESL program still exists. Now, however, some of the campuses offer what is called the "Track II ESL Program," which emphasizes English skills for everyday living, employment opportunities, and integration into the community.

Other community colleges throughout the country operate adult educational projects which are not academically oriented and are not necessarily college preparatory in nature. Rio Salado Community College

operates an adult basic education program which serves all of Maricopa County in Arizona (Vanis & Mills, 1987). Almost 6000 students were enrolled in the program in the 1986-1987 year, which included fifty basic skills classes, forty-eight GED classes, and thirty-three ESL classes.

Final reports on two vocational education programs for limited English proficiency (LEP) adults developed at Waubonsee Community College in Illinois (Kelly, 1981 & 1982) compared a bilingual and an English core language (non-bilingual) instructional model in vocational education. The researchers concluded that given ESL courses, support services, and appropriate materials, both a bilingual and non-bilingual instructional model can work. However, the project determined it is preferable in training LEP students for employment in the United States that English be the main language of instruction. Vocational English as a Second Language (VESL) courses, closely coordinated with vocational courses and including the new technical vocabulary, play a vital role in the success of the students, and a high priority should be placed on English language skills in all vocational courses. The major accomplishment of the project was the development of materials for instructors and students, which are expected to be used by approx-

imately 150 community colleges. Cynthia Coad (1982) also discusses vocational English as a Second Language and reports on a VESL program for LEP adults developed by North Orange County Community College District in California.

The literature reviewed in this chapter gives some indication of the different kinds of English-as-a-Second Language programs for adults which have been offered in the past and which are being developed for the future. The need for effective ESL instruction is not diminishing, and the effort to meet the challenge of providing that instruction is continuing throughout the country.

Chapter Three

Design and Methodology

Population

The subjects for this study were those individuals who successfully completed Level 6 at the Institute for Intensive English and who were credentialed with the certificate in the years 1985, 1986, 1987, and 1988. In 1985 there were 50 graduates, and the 1986 graduates numbered 102. Certificates were awarded to 86 students in 1987 and to 94 students in 1988. Thus, questionnaires and letters were sent to a total of 332 former students of the Institute.

Materials

Copies of the questionnaire and letters developed by the researcher and sent to the subjects are included in the Appendices.

Procedure

The initial step was to gain the assistance and cooperation of the staff of the Union County College Office of Assessment, Planning and Research. The next step was to secure permission for the study from the

Vice President for Development, Planning and Public Affairs and from the Vice President for Academic Affairs.

The researcher developed the survey instrument and cover letters, which were then approved by the college's Executive Director of Assessment, Planning and Research. Arrangements were then made to have the questionnaires coded, printed, and mailed with the accompanying letters.

The first wave of questionnaires was mailed to the subjects in early January, 1989, and in early February, 1989, a second wave of surveys was sent to subjects who had not responded to the initial mailing. A cut-off date for receipt of responses was set at March 1, 1989, and the returned questionnaires were analyzed after that date.

Chapter Four

Data Collection and Analysis

Treatment of Data

Copies of the survey instrument and covering letters which were mailed to former students of the Institute for Intensive English are contained in the Appendices. Of the first wave of 332 suverys mailed in early January, 1989, twenty-two were returned by the post office as undeliverable, and forty-four questionnaires were returned by respondents. In early February, 1989, a second wave of surveys was mailed to the 266 nonrespondents. During the month of February, fifty-two additional respondents returned their questionnaires, which resulted in a total of ninety-six subjects participating in this study.

In March, data from the ninety-six questionnaires were entered and processed on a VAX 785 computer by the Union County College Office of Computer Services. The frequency distributions and crosstabulations presented in the findings portion of this chapter were computed using The Statistical Package for the Social Sciences (SPSS-X Data Analysis System). The procedures from the system performed, "Frequencies" and "Crosstabs," dis-

criminated between valid cases and user-missing cases, and user-missing values were omitted from statistical calculations of all items (SPSS-X User's Guide, 1988). Thus, missing answers to response-keyed questions not designed to be answered by all subjects and missing answers to questions omitted by some respondents were deleted on an item-by-item basis, and only valid cases were included in statistical calculations for each item.

Findings/Analysis

Demographic Data. This section provides data related to Research Question number 1: What is the demographic and educational background of students upon entry to the Institute for Intensive English?

The backgrounds of the subjects of this study are indeed diverse. The ninety-six students represented are from many parts of the world: Central and South America, Europe, Africa, Asia and the Pacific Islands. The native backgrounds listed are presented in Tables 1 and 2. As shown in Table 1, the greatest number of respondents were Latin American, 46.8% of the total identified. Members of the second largest group, 14.9% of the total, were Haitian, and 9.6% were Chinese. These findings are similar to those of DeLeon (1981), who reported the major first languages of ESL students at the City

University of New York to be Spanish, French and Chinese.

Table 1 also shows the majority of the subjects were female, 54.9%, as opposed to 45.1% male, and most of the respondents were in the youngest age bracket of 18 to 24 years (41.3%), although students through the age of 59 years were represented. Table 3 profiles subjects by age and sex.

Table 1 further shows the number of years of formal education in native country recorded by the respondents, with the highest frequency of responses surprisingly in the "13 to 16 years" bracket (46.2%). Approximately 25% of the responses fell in the "9 to 12 years" bracket. Bodman and Lanzano (1987) specified level of education as an important item when surveying adult ESL students for background information. Table 4 provides a cross-tabulation of responses concerning native background with responses concerning number of years of formal education in native country, and Table 5 gives a cross-tabulation of age with years of education.

Finally, Table 1 gives the frequency distribution of answers to question number 6 concerning length of time lived in the United States. Most of the subjects, thirty-three or 35.5%, had lived in the United States for three to four years, followed by eighteen or 19.4% who had lived in the country five to six years.

Table 1

Demographic Data - Frequency Distributions

Value Label	Frequency	Valid Percent	Cumulative Percent
Native background			
Latin American	44	46.8	46.8
Haitian	14	14.9	61.7
Chinese	9	9.6	71.3
Japanese	3	3.2	74.5
Korean	0	0	
Vietnamese	1	1.1	75.5
Indian	3	3.2	78.7
Polish	5	5.3	84.0
Portuguese	4	4.3	88.3
Other	11	11.7	100.0
VALID CASES	94		
Sex			
Female	50	54.9	54.9
Male	41	45.1	100.0
VALID CASES	91		
Age			
18 to 24 years	38	41.3	41.3
25 to 29 years	16	17.4	58.7
30 to 34 years	16	17.4	76.1
35 to 39 years	13	14.1	90.2
40 to 49 years	7	7.6	97.8
50 to 59 years	2	2.2	100.0
60 years and over	0	0	
VALID CASES	92		

table continues

Value Label	Frequency	Valid Percent	Cumulative Percent
Years of formal education in native country			
1 to 4 years	5	5.5	5.5
5 to 8 years	14	15.4	20.9
9 to 12 years	23	25.3	46.2
13 to 16 years	42	46.2	92.3
more than 16 years	7	7.7	100.0
VALID CASES	91		
Years lived in USA			
1 to 2 years	8	8.6	8.6
3 to 4 years	33	35.5	44.1
5 to 6 years	18	19.4	63.4
7 to 8 years	12	12.9	76.3
9 to 10 years	10	10.8	87.1
more than 10 years	12	12.9	100.0
VALID CASES	93		

Table 2

Native Backgrounds Listed Under "Other" By Eleven Respondents - Frequency Distribution

Background	Frequency	Percent
Bulgarian	1	9.1
Egyptian	1	9.1
European[a]	1	9.1
Filipino	2	18.2
Greek	2	18.2
Hungarian	1	9.1
Indonesian	1	9.1
Italian	1	9.1
Turkish	1	9.1

[a] Backgrounds are given as listed by respondents.

Table 3

Crosstabulation of Age with Sex

Age	Sex: Female	Sex: Male	Row Total
18 to 24 years	23	14	37
25 to 29 years	7	9	16
30 to 34 years	4	11	15
35 to 39 years	11	2	13
40 to 49 years	3	4	7
50 to 59 years	1	1	2
Column Total	49	41	90

Note. A total of 90 subjects recorded both age and sex.

Table 4

Crosstabulation of Native Background with Years of Formal Education in Native Country

Background	Years of Formal Education: 1 to 4	5 to 8	9 to 12	13 to 16	More than 16	Row Total
Latin American	2	5	16	17	2	42
Haitian		1	4	7		12
Chinese		2		5	1	8
Japanese		2		1		3
Vietnamese	1					1
Indian	1			2		3
Polish		1	1	2	1	5
Portuguese		2	1		1	4
Other	1	1		7	2	11
Column Total	5	14	22	41	7	89

Note. A total of 89 subjects recorded both background and years of formal education in native country.

Table 5

Crosstabulation of Age with Years of Formal Education in Native Country

	Years of Formal Education					
Age	1 to 4	5 to 8	9 to 12	13 to 16	More than 16	Row Total
18 to 24 years	4	7	14	11		36
25 to 29 years		2	3	9	2	16
30 to 34 years	1	1	4	9	1	16
35 to 39 years		2	1	8	2	13
40 to 49 years		2	1	4		7
50 to 59 years					2	2
Column Total	5	14	23	41	7	90

Note. A total of 90 subjects recorded both age and years of formal education in native country.

Institute Enrollment Data. This section provides data related to Research Question number 2: What are the main objectives cited for enrolling at the Institute?

Table 6 indicates the year subjects completed Level 6 and received their certificates from the Institute. The largest number of respondents (38.7%) were awarded their certificates in 1987 and the smallest number (9.7%) in the first year under study, 1985. Starting levels of English language study are also shown in Table 6. The greatest number of subjects (24.7%) reported starting at the most advanced level offered at the Institute, Level 6, while the lowest number (9.7%) reported starting at the lowest level, Level 1.

Information concerning adult students' purposes for studying English is useful for needs assessment and program planning purposes, according to Bodman and Lanzano (1987). Question number 8 in this survey asked former students their main objective for enrolling at the Institute, and the results are presented in Table 6. The largest portion of the sample (65.5%) reported the objective to prepare to take academic courses on the college level in the United States. Personal and social reasons were cited by 23.8% of the respondents, while only 6% gave job related objectives. Of the four cases listed under other objectives on Table 6, two made ref-

Table 6

Institute Enrollment Data - Frequency Distributions

Value Label	Frequency	Valid Percent	Cumulative Percent
Year completed level 6 and received certificate			
1985	9	9.7	9.7
1986	22	23.7	33.3
1987	36	38.7	72.0
1988	26	28.0	100.0
VALID CASES	93		
Starting level at Institute			
Level 1	9	9.7	9.7
Level 2	12	12.9	22.6
Level 3	19	20.4	43.0
Level 4	12	12.9	55.9
Level 5	18	19.4	75.3
Level 6	23	24.7	100.0
VALID CASES	93		
Main objective for enrolling at the Institute			
Personal reasons	20	23.8	23.8
Help obtain job	3	3.6	27.4
Improve performance on present job	2	2.4	29.8
Advance on present job	0	0	
Prepare to take academic college courses in USA	55	65.5	95.2
Other	4	4.8	100.0
VALID CASES	84		

table continues

Value Label	Frequency	Valid Percent	Cumulative Percent
Accomplished objective for enrolling			
Yes	75	79.8	79.8
No	19	20.2	100.0
VALID CASES	94		

erence to improving specific aspects of language; one respondent wanted to get a good job, and one wanted to meet the requirements of a school of nursing, which fits in the college preparation objective category. Clearly, the predominant goal of these subjects was to learn English well enough to study at the college level in this country. Importantly, 79.8% of the subjects reported accomplishing their objective for enrolling, as shown in Table 6. Table 7 presents a crosstabulation of objectives for enrolling cited with accomplishment of the objective, where both those questions were answered.

Two questions in the survey asked former students in which elective courses they would have enrolled had the courses been offered and in which extracurricular activities they would have participated had the activities been available. Respondents were allowed to select multiple answers. Ninety-one subjects responded concerning elective courses, and the results are shown in Table 8. The greatest interest was demonstrated in a writing course and a reading course, 29.1% and 26.5% of the responses respectively, indicating interest in additional assistance with these language skills. Approximately 16% of the responses showed interest in American culture, but only 6.6% of the answers fell on citizenship. Only sixty-nine subjects answered the

Table 7

Crosstabulation of Main Objective for Enrolling in Institute with Accomplishment of That Objective

Main Objective	Accomplished Objective: Yes	Accomplished Objective: No	Row Total
Personal and social reasons	19	1	20
Help obtain job	3		3
Improve performance on job		2	2
Advance on present job			0
Prepare to take academic courses on college level	39	15	54
Other objectives	4		4
Column Total	65	18	83

Table 8

Interest in Elective Courses and Extracurricular Activities - Frequency Distributions

Value Label	Frequency	Valid Percent	Cumulative Percent
Elective Courses of Interest[a]			
Writing	57	29.1	29.1
Reading	52	26.5	55.6
Drama	14	7.1	62.7
American culture	31	15.8	78.5
Citizenship	13	6.6	85.1
Literature	29	14.9	100.0
VALID CASES	196		
Extracurricular Activities of Interest[b]			
Sports	19	17.9	17.9
Newspaper	21	19.8	37.7
Travel	35	33.0	70.7
Clubs	25	23.6	94.3
Other	6	5.7	100.0
VALID CASES	106		

Note. More than one response per subject may apply.

[a] Responses were recorded by 91 subjects.

[b] Responses were recorded by 69 subjects.

question concerning extracurricular activities as indicated in Table 8, with the largest number of responses under travel, 33%.

Former students also were asked if they would have preferred to study at the Institute on a part-time basis, and the number of hours of instruction and time of day they would have preferred. As shown in Table 9, most respondents (64.8%) were satisfied with full-time status of twelve hours per week. Of those who did say they would have preferred part-time status, 45.2% indicated a choice of six hours of instruction per week. Table 9 also shows most respondents chose morning (54.1%) or evening (32.9%) classes as currently offered at the Institute, with only 7.1% indicating a preference for afternoon and 5.9% a preference for weekend classes.

Ratings of Services Data. This section provides data related to Research Question number 3: What is the level of satisfaction with the services delivered?

Table 10 presents the ratings of respondents to the quality of various services as they experienced them at the Institute for Intensive English. The table shows the ratings individually for the fifteen services/ facilities listed in the survey instrument. (Only one respondent chose to add a service under "other," which

Table 9

Preferred Course Schedule - Frequency Distributions

Value Label	Frequency	Valid Percent	Cumulative Percent
Preferred student status			
Part-time	32	35.2	35.2
Full-time	59	64.8	100.0
VALID CASES	91		
If part-time, preferred number of hours of instruction			
Three hours per week	8	25.8	25.8
Six hours per week	14	45.2	71.0
Nine hours per week	9	29.0	100.0
VALID CASES	31		
Preferred time of day to attend classes			
Morning	46	54.1	54.1
Afternoon	6	7.1	61.2
Evening	28	32.9	94.1
Weekend	5	5.9	100.0
VALID CASES	85		

Table 10

Ratings of Services and Facilities at the Institute - Frequency Distributions

Value Label	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
	Did not Use		Poor		Fair		Average		Good		Excel-lent		Valid Cases
Academic counseling	20	22.5	6	6.7	6	6.7	14	15.7	35	39.3	8	9.0	89
General/personal counseling	27	30.3	4	4.5	4	4.5	19	21.3	26	29.2	9	10.1	89
Job/career counseling	37	42.0	4	4.5	7	8.0	19	21.6	18	20.5	3	3.4	88
Job placement services	43	50.6	2	2.4	8	9.4	15	17.6	14	16.5	3	3.5	85
Financial aid opportunity	25	28.1	5	5.6	4	4.5	6	6.7	22	24.7	27	30.3	89
Admissions procedures	4	4.4	0	0	6	6.6	20	22.0	43	47.3	18	19.8	91
Registration procedures	1	1.1	1	1.1	6	6.5	15	16.3	50	54.3	19	20.7	92
Location of Institute	1	1.1	2.	2.2	10	11.1	12	13.3	41	45.6	24	26.7	90
Times of course offerings	0	0	5	5.6	5	5.6	16	17.8	39	43.3	25	27.8	90
Parking facilities	2	2.2	18	19.4	15	16.1	22	23.7	24	25.8	12	12.9	93
Public transport.	32	36.4	4	4.5	7	8.0	16	18.2	22	25.0	7	8.0	88
Classroom facilities	0	0	3	3.3	5	5.5	18	19.8	53	58.2	12	13.2	91
Instructors' competency	0	0	1	1.1	4	4.5	13	14.6	43	48.3	28	31.5	89
Instructors' availability	11	12.6	2	2.3	4	4.6	22	25.3	34	39.1	14	16.1	87
Special assist/ language lab facilities	18	20.9	3	3.5	3	3.5	13	15.1	36	41.9	13	15.1	86
Other (added by respondent): Library	0	0	1	100.0	0	0	0	0	0	0	0	0	1
TOTALS	221	16.5	61	4.6	94	7.0	240	17.9	500	37.4	222	16.6	1338

was "library" with a rating of "poor.") Of the fifteen items, "instructors' competency" was rated most highly, with almost 80% of the responses in the good to excellent range. This positive rating of instructors is similar to the findings in the Miami-Dade Community College Self-Study (1985). This was followed by 75% of the responses rating "registration procedures" as good to excellent. The lowest rating appeared for "parking facilities," with approximately 36% of the responses in the poor to fair range.

These fifteen services/facilities may be grouped and categorized as follows: Counseling (academic counseling, general/personal counseling, job/career counseling, and job placement); Support Services (financial aid opportunities, admissions procedures, and registration procedures); Physical Facilities (location of Institute, times of course offerings, parking facilities, public transportation, and classroom facilities); and Instruction (instructors' competency, instructors' availability outside class, and special assistance/language laboratory facilities). As shown in Table 11, the respondents ratings in all of the four categories were favorable. With services/facilities grouped in this manner, categories were rated good to excellent as follows: Support Services 65.8%, Instruction 64.1%, Physical Facilities

Table 11

Ratings of Categorized Services and Facilities at the Institute - Frequency Distributions

Category	Did not Use		Poor		Fair		Average		Good		Excel-lent		Valid Cases
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Counseling	127	36.2	16	4.6	25	7.1	67	19.1	93	26.5	23	6.5	351
Support Services	30	11.0	6	2.2	16	5.9	41	15.1	115	42.3	64	23.5	272
Physical Facilities	35	7.7	32	7.1	42	9.3	84	18.6	179	39.6	80	17.7	452
Instruction	29	11.1	6	2.3	11	4.2	48	18.3	113	43.1	55	21.0	262
Totals	221	16.5	60	4.6	94	7.0	240	17.9	500	37.4	222	16.6	1337

57.3%, and Counseling 33%.

Responses indicating "did not use" are accounted for under Support Services by subjects who did not apply for financial assistance and under Physical Facilities by subjects who did not use either public transportation or the parking facilities. Within the Instruction area, eleven subjects reported not consulting with instructors outside of class, and eighteen subjects reported not using the language laboratory facilities. These responses suggest that Institute students may need additional encouragement to meet with instructors during office hours and that more emphasis should be placed upon student use of the language laboratory.

Under the Counseling category, it appears there were an inordinate number of "did not use" responses. Approximately 36% of the responses in this area indicated subjects did not seek or did not receive various counseling services. This suggests strongly that counseling services should be better publicized and more accessible to the Institute students. Since a cultural link between student and counselor is desirable, the findings suggest specifically that additional bilingual/bicultural counselors should be made available. For example, a special project at Rockland Community College (Martin and Chapline, 1986) provides group counseling in

English, orientations presented in Spanish or French, and individual sessions with bilingual counselors. Presently, at Union County College, the student to counselor ratio is too high, and bilingual counseling only in Spanish is provided for Institute students. Other studies have found that students in ESL programs felt the need for improved counseling services (New York City Board of Education, 1985; Perez, 1970; Wallace, 1987), and counseling appears to be the area of services at the Institute most in need of improvement.

ESL program effectiveness is best measured by participants' assessment in relation to their personal goals (Delker, 1984). Most subjects rated the Institute highly in their responses to five such evaluative questions, as shown in Table 12. Almost 80% of respondents indicated they had accomplished their main objective for enrolling at the Institute. Of those subjects presently working, 76.2% indicated they were more satisfied in their jobs due to attending the Institute. Of those subjects presently attending school, 93.3% rated the Institute's English training for academic preparation as good to excellent. Eighty-three respondents reported attendance at the Institute increased their interest in continuing their education, and of the ninety-six subjects who participated in this study, ninety-five

Table 12

Responses to Evaluative Questions - Frequency Distributions

Value Label	Frequency	Valid Percent	Cumulative Percent
Question 9 Accomplished objective for enrolling in Institute			
Yes	75	79.8	79.8
No	19	20.2	100.0
VALID CASES	94		
Question 13 More satisfied in job due to attending Institute			
Yes	48	76.2	76.2
No	15	23.8	100.0
VALID CASES	63		
Question 19 Rating of English training in terms of preparation for further schooling in USA			
Excellent	17	28.3	28.3
Good	39	65.0	93.3
Fair	4	6.7	100.0
Poor	0		
VALID CASES	60		
Question 22 Institute increased interest in continuing education			
Yes	83	89.2	89.2
No	10	10.8	100.0
VALID CASES	93		

table continues

Value Label	Frequency	Valid Percent	Cumulative Percent
Question 25 Would recommend Institute to friends			
Yes	95	99.0	99.0
No	1	1.0	100.0
VALID CASES	96		

indicated they would recommend the Institute to friends who wished to improve their English.

Thirty-seven of the subjects chose to use the final item number 31 in the survey to include their personal comments concerning the Institute and their education. As can be seen in Table 13, some of the comments were negative. Three respondents mentioned a parking problem and the need for a better building to house the Institute. One subject reported he had gone for academic counseling and was not helped, while comments were made by three subjects respectively that some teachers should be more impartial, less competitive, and better able to get along with foreign students. One respondent thought the Institute certificate should be transferable to other colleges.

Several respondents offered suggestions they felt would be helpful, such as offering more levels of ESL instruction at the Institute, offering more sections of some course levels during the day, and providing Asians with more instruction and practice in speaking. Four subjects recommended greater emphasis be put on use of the language laboratory and other learning aids.

Importantly, most of the comments were very positive, with four of the respondents stating they hoped to return to Union County College to continue their

Table 13

Comments Regarding the Institute for Intensive English

Comment	Number	Percent
Poor parking/poor building in Elizabeth	3	8.1
Poor counseling	1	2.7
Poor teacher attitudes	3	8.1
Certificate nontransferable	1	2.7
Miscellaneous suggestions	7	19.0
Hope to continue at Union County College	4	10.8
Good teachers	3	8.1
Generally favorable	15	40.5
Total	37	100.0

education. Two of these respondents noted they would need financial assistance in order to carry out their plans. Three of the responses specifically praised instructors at the Institute, noting the teachers were excellent, qualified, and friendly. Finally, fifteen of the subjects made general comments of a favorable nature concerning the Institute.

Job Related Data. This section provides data related to Research Question number 4: Does attendance at the Institute improve the graduates' employment?

Subjects were asked to identify their present status, and the results are shown in Table 14. As the table demonstrates, reponses indicated sixty of the subjects were employed, full-time or part-time. Table 15 compares the responses concerning present status with sex, and Table 16 gives a crosstabulation of present status responses with age.

Table 17 presents job descriptions as reported by the subjects. The greatest number (21.9%) described their jobs as clerical, while the second largest group (20.3%) indicated their jobs to be in the area of factory/production. Approximately 11% considered their jobs professional, and an equal portion (approximately 11%) classified their jobs as technical.

Table 14

Present Status: Employed, Student, and/or Homemaker

Present Status	Frequency
Employed, full-time	49
Employed, part-time	11
Student, full-time	26
Student, part-time	11
Homemaker, full-time	6
Unemployed, seeking employment	6
Other	6
NUMBER OF RESPONSES	115

Note. More than one response per subject may apply.

Table 15

Present Status - Frequency of Responses by Sex (Where Identified)

	Employed Full-time	Employed Part-time	Student Full-time	Student Part-time	Home-maker	Unem-ployed	Other	Row Total
Sex								
Female	19	8	16	4	6	4	3	60
Male	28	3	9	7	0	2	2	51
Column total	47	11	25	11	6	6	5	111

Note. More than one response per subject may apply.

Table 16

Present Status - Frequency of Responses by Age (Where Identified)

	Employed Full-time	Employed Part-time	Student Full-time	Student Part-time	Home-maker	Unem-ployed	Other _____	Row Total
Age								
18-24	11	6	18	5	1	4	2	47
25-29	12	0	2	3	0	0	2	19
30-34	11	2	4	2	0	1	0	20
35-39	6	2	0	0	5	1	2	16
40-49	6	0	1	0	0	0	0	7
50-59	2	0	0	0	0	0	0	2
60 & over	0	0	0	0	0	0	0	0
Column total	48	10	25	10	6	6	6	111

Note. More than one response per subject may apply.

Table 17

Job Related Data - Frequency Distributions

Value Label	Frequency	Valid Percent	Cumulative Percent
Job description			
Managerial	2	3.1	3.1
Professional	7	10.9	14.1
Technical	7	10.9	25.0
Sales	3	4.7	29.7
Clerical	14	21.9	51.6
Protective Service	1	1.6	53.1
Personal Service	5	7.8	60.9
Factory/Production	13	20.3	81.3
Construction	2	3.1	84.4
Machine Operating, Maintenance	4	6.3	90.6
Other	6	9.4	100.0
VALID CASES	64		
Length of time on job			
1 year or less	22	32.8	32.8
2 to 3 years	30	44.8	77.6
4 to 5 years	7	10.4	88.1
6 to 7 years	3	4.5	92.5
8 years or more	5	7.5	100.0
VALID CASES	67		
When obtained present job			
Before entering Institute	18	27.7	27.7
While attending Institute	19	29.2	56.9
After graduating from Institute	28	43.1	100.0
VALID CASES	65		

table continues

Value Label	Frequency	Valid Percent	Cumulative Percent
More satisfied in job due to attending Institute			
Yes	48	76.2	76.2
No	15	23.8	100.0
VALID CASES	63		
Study at Institute helped with employment			
Helped to obtain a job	20	25.0	25.0
Helped performance on present job	24	30.0	55.0
Helped to advance to better job	19	23.8	78.8
Did not help with employment	17	21.2	100.0
VALID CASES	80		

Note. In Study at Institute Helped Employment category, more than one response per subject may apply.

Also shown in Table 17 is information on the length of time on present job. Approximately 45% of the respondents had held their jobs for two to three years, and approximately 33% had held their jobs for one year or less. Most subjects obtained their present jobs after graduating from the Institute (43.1%); followed by 29.2% who obtained present jobs while attending the Institute; and 27.7% before entering the Institute, as presented in Table 17.

The greater number (76.2%) of respondents felt more satisfied in their jobs due to attending the Institute, with 23.8% reporting not feeling more satisfied. Finally, Table 17 presents the data concerning the influence of study at the Institute upon the subjects' employment. As shown, 30% of the responses indicated "helped performance on present job," 25% indicated "helped to obtain a job," and 23.8% indicated "helped to advance to better job." Therefore, a total of 78.8% of the responses demonstrate the subjects believed study at the Institute had a positive impact upon their employment.

School Related Data. This section provides data related to Research Question number 5: Does attendance at the Institute raise the level of educational aspirations of the graduates?

Table 18 presents information concerning number of subjects attending school, types and names of schools attending, programs of study, and subjects' ratings of English training at the Institute in terms of academic preparation. The greatest number of responses (75.5%) indicated students were attending two-year colleges, followed by 18.4% attending four-year colleges or universities. The names of the various schools are provided in Table 18, and, as shown, a very large group (80.9%) were attending Union County College. The list of programs of study being followed is quite broad, as shown in Table 18. Approximately 32% of the students reported following programs in engineering and engineering technologies; 10.6% reported enrollment in computer science, and 10.6% were studying nursing. Other programs of study in the list were indicated by only one or two respondents. The respondents rated the English training at the Institute highly in terms of preparation for further schooling in the United States; 93.3% rated the training good to excellent.

Table 19 presents the subjects' responses as to whether or not they had accomplished their main objective for enrolling in the Institute as compared with their responses as to whether or not they were currently attending school. It should be noted that the chi-square

Table 18

School Related Data - Frequency Distributions

Value Label	Frequency	Valid Percent	Cumulative Percent
Presently attending school			
Yes	46	53.5	53.5
No	40	46.5	100.0
VALID CASES	86		
Type school currently attend			
Trade or technical	1	2.0	2.0
Business school	2	4.1	6.1
Two-year college	37	75.5	81.6
Four-year college or university	9	18.4	100.0
VALID CASES	49		
Name of school attending			
Berkeley School	1	1.9	1.9
Kean College of NJ	2	3.9	5.8
Middlesex County College	1	1.9	7.7
New Jersy Institute of Technology	1	1.9	9.6
New York University	1	1.9	11.5
Northeastern Bible College	1	1.9	13.4
Roberts Walsh Business School	1	1.9	15.3
Rutgers University	1	1.9	17.2
Stevens Institute of Technology	1	1.9	19.1
Union County College	42	80.9	100.0
VALID CASES	52		

table continues

Value Label	Frequency	Valid Percent	Cumulative Percent
Program of study (as reported)			
Architecture	1	2.1	2.1
Business	2	4.3	6.4
Accounting	2	4.3	10.6
Business Administration	1	2.1	12.8
Accounting and Computers	1	2.1	14.9
Television Production	1	2.1	17.0
Computer Science	5	10.6	27.7
Engineering	3	6.4	34.0
Civil Engineering	2	4.3	38.3
Mechanical Engineering	4	8.5	46.8
Electronic Technology	3	6.4	53.2
Electromechanical Tech.	3	6.4	59.6
Dental Assisting	2	4.3	63.8
Practical Nursing	2	4.3	68.1
Dentistry	1	2.1	70.2
Geriatrics	1	2.1	72.3
Nursing	5	10.6	83.0
Fashion Design	1	2.1	85.1
Liberal Arts	1	2.1	87.2
Biology	2	4.3	91.5
Psychology	1	2.1	93.6
Criminal Justice	1	2.1	95.7
Fine Arts	2	4.3	100.0
VALID CASES	47		
Rating of English training in terms of preparation for further schooling in USA			
Excellent	17	28.3	28.3
Good	39	65.0	93.3
Fair	4	6.7	100.0
Poor	0	0	
VALID CASES	60		

Table 19

Crosstabulation of Responses Concerning Accomplishment of Objective for Enrolling at Institute with Responses Concerning Present Attendance at School

	Presently Attending School		
Accomplished Objective	Yes	No	Row Total
Yes	44	23	67
No	2	15	17
Column Total	46	38	84

Note. Chi-square = 13.80404 with 1 degree of freedom was significant at the .0002 level.

test of independence between responses concerning accomplishment of the objective and present attendance at school was significant at the .02% level. It was concluded that the responses concerning present school attendance were related to accomplishment of the objective at the Institute.

Further data related to interest in education is given in Table 20. Forty-three respondents not currently enrolled in school indicated interest in attending Union County College. Respondents were allowed multiple answers in selecting programs of study which were of interest, and the results are shown in Table 20. According to frequency of responses, the areas of greatest interest were Business (15.6%), Engineering/ engineering technologies (14.7%), Health science professions (14.7%), and Math/computer science/data processing (11.9%).

As shown in Table 21, eighty-three of the ninety-six subjects who participated in this study answered question 22 affirmatively, indicating that their experiences at the Institute did increase their interest in continuing their education. Table 21 gives data concerning educational levels respondents hoped to achieve. Thirty-eight percent hoped to earn a graduate/professional degree; 34.2% hoped to attain the bachelor's degree and

Table 20

Interest in Further Study at Union County College - Frequency Distributions

Value Label	Frequency	Valid Percent	Cumulative Percent
Interested in a program at Union County College			
Yes	43	82.7	82.7
No	9	17.3	100.0
VALID CASES	52		
Programs of Interest			
Biological/physical sciences	10	9.2	9.2
Math/computer science/ data processing	13	11.9	21.1
Accounting	9	8.2	29.3
Social services	4	3.7	33.0
Liberal arts	6	5.5	38.5
Fine arts	5	4.6	43.1
Health science professions	16	14.7	57.8
Business	17	15.6	73.4
Engineering/engineering technologies	16	14.7	88.1
Other*	13	11.9	100.0
VALID CASES	109		

table continues

Value Label	Frequency	Valid Percent	Cumulative Percent
*Programs of interest listed under "Other"			
Landscaping	1	7.7	7.7
Photography	1	7.7	15.4
American History	1	7.7	23.1
English	3	23.1	46.2
Clerical	1	7.7	53.8
Travel Agent	1	7.7	61.5
Dental Program	1	7.7	69.2
Spanish	1	7.7	76.9
Real Estate	1	7.7	84.6
Secretary	1	7.7	92.3
Medical	1	7.7	100.0
VALID CASES	13		

Note. In Programs of Interest category, more than one response per subject may apply.

Table 21

Influence of Experience at the Institute on Increasing Interest in Continuing Education - Frequency Distributions

Value Label	Frequency	Valid Percent	Cumulative Percent
Institute increased interest in continuing education			
Yes	83	89.2	89.2
No	10	10.8	100.0
VALID CASES	93		
Highest degree hope to earn in future			
Diploma from trade/business school	2	2.5	2.5
Associate's degree	16	20.3	22.8
Bachelor's degree	27	34.2	57.0
Graduate/ professional degree	30	38.0	94.9
Other	4	5.1	100.0
VALID CASES	79		

20.3% the associate's degree. These goals are high, greater for example than those of adult students surveyed in a Texas study (Wallace, 1987). Thus, it appears attendance at the Institute does raise the level of educational aspirations of the graduates.

Chapter Five

Conclusions and Recommendations

Findings

One purpose of this study was to obtain demographic data about some recent students of the Institute for Intensive English. Other aims were to learn the students' main objectives for studying English, their evaluation of the services offered at the Institute as they experienced them, and their assessment of the extent to which study at the Institute helped them to achieve their goals. Another intention was to learn the students' perceptions of the effect attendance at the Institute had upon their employment and upon their interest in further educational activity.

As expected, the ninety-six former Institute students who responded to the survey were from many parts of the world, with most respondents describing their background as Latin American. Slightly more females than males responded to the questionnaire, and although students through the age of fifty-nine years were represented, most respondents were in the youngest age bracket of eighteen to twenty-four years. The subjects presented a wide variation in the number of years of

schooling completed, with most reporting having thirteen to sixteen years of formal education in their native countries. The length of time lived in the United States further demonstrated the great diversity in the backgrounds of these subjects. Periods of time from one year to more than ten years were reported, with approximately one-third of the responses falling in the three to four year bracket.

Of interest were the responses concerning main objectives when enrolling at the Institute. A decisive majority of these subjects reported their goal in learning English was to prepare to take academic courses on the college level in the United States. It would appear for many of these students the Institute is just a first step, and they may be expected to continue to the transitional ESL courses and eventually to college credit English courses. It is noteworthy that approximately eighty percent of the subjects reported achieving their objectives.

The respondents' ratings of various services delivered at the Institute were generally favorable. Support Services and Instruction were rated most highly, followed by Physical Facilities. An inordinate number of "did not use" responses within the Counseling category suggest this is an area of services at the

Institute which needs improvement. It appears additional bilingual/bicultural counseling should be provided.

Most of the respondents seemed to perceive their study at the Institute as having a beneficial impact on their lives. In the area of employment, approximately seventy-nine percent of the responses were positive, indicating the subjects believed study at the Institute helped them to obtain a job, to perform better on the job, or to advance to a better job. Over three-quarters of the responses indicated the subjects felt more satisfied in their jobs as a result of attending the Institute.

Questions concerning school attendance revealed that approximately half of the subjects were attending educational institutions, predominantly a two-year college, and following diverse programs of study. Over ninety percent of these students rated their English training at the Institute good to excellent in terms of preparation for further schooling. Many more respondents indicated an interest in attending school in the future. Significantly, nearly ninety percent of respondents reported their experience at the Institute *did increase* their interest in continuing their education, and over seventy percent indicated they hoped to earn degrees at

the bachelor's level or higher. Thus, it does appear levels of educational aspirations are increased by attendance at the Institute.

Recommendations for Further Study

At the earliest appropriate time, a study concerning counseling services should be conducted with currently enrolled students at the Institute. Data should be collected with regard to the students' awareness of currently available services, students' evaluations of available services, and students' felt needs in the areas of academic counseling, general/personal counseling, job/career counseling, and job placement services. Findings should be incorporated in recommendations to the college administration for expanded and improved counseling services to be provided for Institute students.

A follow-up study to determine the academic success of the forty-two students, from the study reported in this paper, who continued at Union County College should be conducted. A comparison of these students' Grade Point Averages (GPA) with the mean GPA's in their programs of study and an analysis of their rate of retention at the college would be informative. This would be similar to a study conducted at Kirkwood Community

College (Rosberg, 1983).

Another area of research would involve a follow-up with all subjects who reported they were continuing in school. As suggested by a study of Christison and Krahnke (1986), the students should be interviewed or surveyed to determine their experience with academically related language use since leaving the Institute. Data concerning the academic language tasks most often required and most difficult for the students would be very valuable in curriculum planning.

Surveys of graduates similar to the study reported in this paper should be conducted at the Institute on a regular basis, perhaps biyearly, in order to maintain current data concerning student objectives, student expectations, student ratings of services, and level of student satisfaction.

Further, this study should be replicated at other colleges in surrounding areas which offer comprehensive ESL programs. A comparison of findings could provide a focus for useful discussion among staffs and for in-service programs, stimulating the sharing of ideas concerning program structures, curricula, teaching methods, and counseling services.

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Appendix A

INSTITUTE FOR INTENSIVE ENGLISH
UNION COUNTY COLLEGE

7-3

1
4

Graduate Information Survey

_____
Name

_____
Address

_____
City State Zip No.

Please record corrections to the address label on lines provided.

1. What year did you complete your studies at the Institute and receive your certificate? (Please circle appropriate number.)

   1 1985

   2 1986

   3 1987

   4 1988

5

2. How do you describe your native background? (Please circle the appropriate number.)

   1 Latin American

   2 Haitian

   3 Chinese

   4 Japanese

   5 Korean

   6 Vietnamese

6-7

   7 Indian

   8 Polish

   9 Portuguese

   10 Other, Please specify: _____

3. Please circle your sex.

1 Female

2 Male

8

4. Please circle your age.

1 18 - 24 years

2 25 - 29 years

3 30 - 34 years

4 35 - 39 years

9

5 40 - 49 years

6 50 - 59 years

7 60 years and over

5. How many years of formal education did you have in your native country? (Please circle appropriate number.)

1 1 to 4 years

2 5 to 8 years

3 9 to 12 years

10

4 13 to 16 years

5 more than 16 years

6. How long have you lived in the United States of America? (Please circle the appropriate number.)

1 1 - 2 years

2 3 - 4 years

3 5 - 6 years

11

4 7 - 8 years

5 9 - 10 years

6 more than 10 years

7. At what English language level did you begin study at the Institute? (Please circle.)

   1 Level 1

   2 Level 2

   3 Level 3

   4 Level 4 12

   5 Level 5

   6 Level 6

8. What was your main objective when you enrolled at the Institute to study English? (Please circle.)

   1 To learn language for personal and social reasons

   2 To help to obtain a job

   3 To improve performance on present job 13

   4 To advance on present job

   5 To prepare to take academic courses on the college level in the United States

   6 Other, Please specify:_____

9. Did you accomplish the objective in number 8 above after attending the Institute?

   1 Yes

   2 No 14

10. Which of the following describe(s) your present status? (Please circle as many as apply.)

   1 Employed, full-time 15

   2 Employed, part-time 16

   3 Student, full-time 17

   4 Student, part-time 18

   5 Homemaker, full-time 19

   6 Unemployed, seeking employment 20

   7 Other, Please specify:_____ 21

If you are employed, please answer questions 11 through 15 below. If not, please skip to question 16.

11. How would you describe your job? (Please circle appropriate number.)

1 Managerial, Administrative

2 Professional (For example, doctor, lawyer, teacher, other)

3 Technical

4 Sales

5 Clerical

6 Protective Service (For example, policeman, fireman)

7 Personal Service (For example, waiter, child care worker)

8 Factory/Production

9 Construction

10 Machine Operating, Maintenance

11 Other, Please specify:_____

22-23

12. How long have you worked in this job? (Please circle.)

1 1 year or less

2 2 - 3 years

3 4 - 5 years

4 6 - 7 years

5 8 years or more

24

13. Do you feel more satisfied in your job as a result of attending the Institute for Intensive English?

1 Yes

2 No

25

14. When did you obtain your present job? (Please circle.)

1 Before entering the Institute for Intensive English

2 While attending the Institute

3 After graduating from the Institute

26

87

15. Did study at the Institute help you in the following ways? (Please circle as many as apply.)

1 Helped to obtain a job 27

2 Helped performance on present job 28

3 Helped to advance to better job 29

4 Did not help me with employment 30

16. Are you presently attending school? (Please circle.)

1 Yes 31

2 No

If you are attending school (full-time or part-time), please answer questions 17 through 19 below. If not, skip to question 20.

---

17. What type of school are you currently attending? (Circle.)

1 Trade or technical school

2 Business school 32

3 Two-year college

4 Four-year college or university

5 Other, Please specify:_____

18. Which school are you attending?
Please complete the following information.

Name of school_____ State____ 33-36

Program of study_____ 37-40

19. How would you rate your training in English at the Institute in terms of preparing you for further schooling in the United States?

1 Excellent

2 Good 41

3 Pair

4 Poor

20. If you are not currently enrolled in a school, would you be interested in a program at Union County College?

1 Yes 42

2 No

21. Which programs in particular are of interest to you? (Please circle as many as apply.)

1 Biological/physical sciences 43

2 Math/computer science/data processing 44

3 Accounting 45

4 Social services (For example, criminal justice, education) 46

5 Liberal arts 47

6 Fine arts 48

7 Health science professions (For example, nursing) 49

8 Business 50

9 Engineering/engineering technologies 51

10 Other, Please specify:_____ 52-53

Everyone should answer questions 22 through 26 below.

---

22. Did your experience at the Institute for Intensive English increase your interest in continuing your education?

1 Yes 54

2 No

23. If you answered yes to number 22, what is the highest degree you hope to earn in the future? (Please circle.)

1 Certificate/Diploma from trade/business school

2 Associate's degree - two-year college

3 Bachelor's degree - four-year college 55

4 Graduate/professional degree

5 Other, Please specify:_____

24. How would you rate the following services/facilities at the Institute? (Please circle one number for each item.)

Services/Facilities	Did Not Use	Poor	Fair	Average	Good	Excel-lent	
Academic counseling	0	1	2	3	4	5	56
General/personal counseling	0	1	2	3	4	5	57
Job/career counseling	0	1	2	3	4	5	58
Job placement services	0	1	2	3	4	5	59
Financial aid opportunities	0	1	2	3	4	5	60
Admissions procedures	0	1	2	3	4	5	61
Registration procedures	0	1	2	3	4	5	62
Location of Institute	0	1	2	3	4	5	63
Times of course offerings	0	1	2	3	4	5	64
Parking facilities	0	1	2	3	4	5	65
Public transportation	0	1	2	3	4	5	66
Classroom facilities	0	1	2	3	4	5	67
Instructors' competency	0	1	2	3	4	5	68
Instructors' availability outside of class	0	1	2	3	4	5	69
Special assistance/language laboratory facilities	0	1	2	3	4	5	70
Other, Please specify:							
_____		1	2	3	4	5	71
_____		1	2	3	4	5	72
_____		1	2	3	4	5	73

25. Would you recommend the Institute for Intensive English to friends who wish to improve their English? (Please circle.)

1 Yes

2 No

74

B
75-80

90
1-3

26. When you were a student at the Institute for Intensive English, which other English courses would you have taken if they had been offered? (Circle as many as apply) 2 4

1	Writing	4	American culture
2	Reading	5	Citizenship
3	Drama	6	Literature

5 6 7 8

27. Would you have preferred to study at the Institute for Intensive English as a part-time student or as a full-time student? (Circle the appropriate number) 9 10

1 Part-time 11

2 Full-time

28. If you answered "Part-time" in question 27, how many hours of instruction would you have preferred per week? (Circle the appropriate number)

1 Three hours

2 Six hours 12

3 Nine hours

29. When would you have preferred to attend classes? (Circle the appropriate number)

1 Morning

2 Afternoon

3 Evening 13

4 Weekend

30. What other activities would you have participated in? (Circle as many as apply)

1 Sports 14

2 Newspaper 15

3 Travel 16

4 Clubs 17

5 Other, please specify_____ 18

31. If you wish, please include here any further comments you desire to make concerning Union County College and the Institute for Intensive English.

_____ 19-20

_____

_____ 21-22

_____

_____

THANK YOU FOR HELPING UNION COUNTY COLLEGE AND THE INSTITUTE FOR INTENSIVE ENGLISH. PLEASE BE ASSURED THAT ALL INDIVIDUAL RESPONSES WILL BE HELD IN CONFIDENCE. INFORMATION WILL BE RELEASED IN SUMMARY FORM ONLY. B 23-80

PLEASE RETURN THIS FORM IN THE PREPAID ENVELOPE AS SOON AS POSSIBLE.

112588JEB

union COUNTY COLLEGE
1033 SPRINGFIELD AVENUE, CRANFORD, NEW JERSEY 07016
CRANFORD CAMPUS (201) 709-7000 | ELIZABETH CAMPUS (201) 965-6000 | PLAINFIELD CENTER (201) 756-4100 | SCOTCH PLAINS CAMPUS (201) 889-8000

January, 1989

Dear Graduate:

The Institute for Intensive English is interested in learning how well its program of study helps students to reach their objectives or goals. As a graduate of the program, you can give us valuable information about your experiences at the Institute.

We would appreciate your help. Please fill out the enclosed graduate survey form and return it to us in the postage-paid envelope by January 27,1989.

Your individual answers will be kept confidential, and the information will be released in summary form only. Thank you for assisting us.

Sincerely,

Leonard T. Kreisman
Vice President for Academic Affairs

Dorothy Burak
Director, Institute for Intensive English

jeb
Enclosures

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February, 1989

Dear Graduate:

A few weeks ago, we asked you to complete a survey for us, and we are making a second and final request for your help. The Institute for Intensive English needs the kind of information which you can provide. Many former Institute students have returned the questionnaire, but we have not yet received your reply.

Another survey form is enclosed which we hope you will take time to complete and return in the postage-paid envelope by February 21, 1989.

Answers will be kept confidential, and the information will appear only in summary form. Your help will be greatly appreciated.

Sincerely,

Leonard T. Kreisman
Vice President for Academic Affairs

Dorothy Burak
Director, Institute for Intensive English

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